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ABSTRACT

"The ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This second issue contains three principal articles: "Issues in Adult Literacy Education," by JoAnn Crandall and Susan Imel; "Emergent Literacy: An Early Reading and Writing Concept," by Carl B. Smith; and "Adult Literacy Programs in Rural Areas," by Susan Ferrell. In addition, the following features concerned with literacy are provided: (1) highlights of recent literacy initiatives; (2) a list of 16 resource organizations; and (3) a reading list of 40 literacy-related publications. An annotated bibliography of 51 new titles in education produced by the ERIC clearinghouses and the Office of Educational Research and Improvement, as well as resources recently abstracted for the ERIC database are included. (TB)

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Vol. 1 Issue 2, April 1991

THE ERIC Review

U. S. Department of Education
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For people concerned about education

Issues in Adult Literacy Education

Emergent Literacy: An Early Reading and Writing Concept

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Message From the Acting Assistant Secretary

The second issue of *The ERIC Review* addresses a most critical and timely issue—literacy. So important is this subject that it has become one of the six national goals of education in the United States:

> By the Year 2000, every adult American will be literate and will possess the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

The U.S. Department of Education has focused its programs and activities on meeting this goal. For example, newly established National Centers on Adult Literacy and the Educational Quality of the Workforce will study the adult population and the connection between education and work. A national survey is assessing the level of literacy in the adult population. Libraries across the country are reaching out with their literacy programs to those adults who may not otherwise be reached. Other Department of Education programs offer services to promote literacy at every juncture from childhood to adulthood. The sidebar on page 7 describes some of these programs.

This issue has something for everyone concerned about literacy. The feature article, written by the director of the National Clearinghouse on Literacy Education and the director of the ERIC Clearinghouse for Adult, Career, and Vocational Education, discusses issues in adult literacy education. It is followed by a general reading list, which covers a range of literacy-related topics, as well as resource organizations to contact for additional information. Another article in this issue examines emergent literacy—how a child becomes aware of the print world. "Research in Action" looks at adult literacy programs in rural areas and provides examples of programs that work. You will also learn about new services and resources available from ERIC.

As a practicing educator, your feedback on the content of *The ERIC Review*, ideas for improvement, and suggestions for articles will be valuable in producing future issues. We want to know what you think of this publication—call or write ACCESS ERIC with your comments and suggestions. And, if you have questions about ERIC and what it can do for you and your institution, don't hesitate to call ACCESS ERIC's toll-free number—1–800–USE–ERIC.

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Acting Assistant Secretary

U.S. Department of Education

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Acting Assistant Secretary

THE ERIC Review

Educational Resources Information Center

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The ERIC Review, published three times a year by ACCESS ERIC with support from the U.S. Department of Education's Office of Educational Research and Improvement (OERI), announces research results, publications, and new programs. *The ERIC Review* also contains information on programs, research, publications, and services of the Educational Resources Information Center (ERIC), its subject-specific Clearinghouses, and support Components. It announces major additions to the ERIC collection of education-related documents and articles. The ideas and opinions expressed in this publication do not necessarily reflect the positions or policies of the Department of Education or OERI.

For more information about ERIC or a *free* subscription to *The ERIC Review*, call ACCESS ERIC toll free at 1–800–USE–ERIC.

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ACCESS ERIC is your gateway to ERIC—the Educational Resources Information Center—a nationwide information service designed to make education literature readily accessible.

The ERIC System consists of 16 subject-specific Clearinghouses; several adjunct clearinghouses; and support components, including ACCESS ERIC. At the heart of ERIC is the largest education database in the world—containing nearly 700,000 abstracts of documents and journal articles. Curriculum materials, papers, conference proceedings, and literature reviews, along with articles from nearly 800 education-related journals, can be found in the ERIC database.

Through ERIC, you can access information on a wide range of subjects, such as:

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- Science and Math Achievement
- Preschool Programs

You can access ERIC at about 3,000 locations around the world; ERIC collections and materials are found in every state and in more than 60 countries. About 900 locations are designated as ERIC information service providers. Each maintains a substantial microfiche collection and/or can perform computer searches of the ERIC database. Typically, university, state, and large city public libraries offer access to ERIC through their microfiche collections and online or CD-ROM searches.

In addition, documents selected for the database are abstracted and announced in ERIC's monthly journal *Resources in Education*. The full text of most documents announced in ERIC are available in microfiche or paper copy from the ERIC Document Reproduction Service. ERIC announces journal literature in a

Continued on page 9

THE ERIC Review

Issues in Adult Literacy Education

by JoAnn Crandall and Susan Imel

During the 1980s, the United States experienced a resurgence of interest in adult literacy that is continuing through the 1990s. In fact, the achievement of literacy for all adult Americans is one of six national education goals established by the President and Governors for the Year 2000. This is part of a larger, worldwide interest in literacy, which led the United Nations to declare 1990 as International Literacy Year and to set as a goal the eradication of illiteracy by the end of the century. Although the illiteracy rate throughout the world may have declined, because of population growth, the actual numbers of illiterate individuals may be increasing (Thar, 1990).

In the United States, factors that have led to renewed concern about adult literacy include:

- A changing workplace, with a shift from manufacturing to service employment and a concomitant increase in the literacy, numeracy, and problem-solving skills expected of workers (Johnston & Packer, 1987).

- A recognition that new entrants to the work force are likely to be women or racial or ethnic minorities, many of whom may have been less well-served by the educational system and therefore may lack the skills required by an increasingly complex workplace (Kerka, 1989).

- A concern for the Nation's economic future and its ability to compete in a changing world market, linking literacy with economic development (Chisman, 1989; U.S. Department of Education and U.S. Department of Labor, 1988).

- A dramatic increase in the number of immigrants and other adults for whom English is a second language; many of whom lack literacy skills in their own language (Kirsch & Jungeblut, 1986).

- Results of the National Assessment of Educational Progress (NAEP) Young Adult Literacy Survey.

This article describes some of the current issues in the field of adult literacy education. The debates surrounding adult literacy education are complex, so a variety of perspectives are presented. The article closes with a list of resource organizations to consult for further information.

Defining Literacy

Perhaps the most basic and pervasive issue confronting literacy education is the question of definition. What is literacy, what is the extent of illiteracy, and what should the national goals for literacy be? In addition to basic and functional literacy, terms such as "computer literacy," "mathematical literacy," and "cultural literacy" proliferate, making it difficult to determine what literacy really means. There is so little consensus on what constitutes literacy and, therefore, little agreement on the extent of illiteracy, that the International Reading Association recently published an entire monograph devoted to the subject: *Toward Defining Literacy* (Venezky & others, 1990).

Traditional definitions of literacy focus on basic reading and writing skills, often expressed in grade-level equivalencies. Under this type of definition, the extent of illiteracy in the United States is not great. For example, a study conducted by the U.S. Census Bureau in 1979, in which less than a sixth-grade level of education or the inability to read and write in English or one's own language was the basis for determining illiteracy, about .5 percent of the population was found to be illiterate (Irwin, 1987). However, a 6th-grade education may not be appropriate for the tasks confronting adults today; a 12th-grade standard is probably more appropriate (Aaron & others, 1990).

More recently, literacy has been defined in broader and more functional terms. In addition to reading and writing, functional literacy involves oral communication, computational, problem-solving, and decisionmaking skills; reflecting the ways in which

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individuals use literacy skills to perform tasks in the home, the community, and the workplace. The nature of the tasks involved varies, as do subsequent estimates of adult illiteracy. An early functional literacy study was the Adult Performance Level (APL) Study that surveyed 7,500 adults, using 300 questions relating to their abilities to use reading, writing, oral, computational, and other skills in life tasks related to employment, medical care, citizenship, and the like. That study concluded that 20 percent or 23 million American adults were "functionally incompetent" and another third were only "marginally competent" (APL Project Staff, 1975).

A more recent assessment of functional literacy analyzed the literacy skills of young adults 21 to 25 years of age. The National Assessment of Educational Progress (NAEP) defined literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential" (Kirsch & Jungeblut, 1986). Although an overwhelming majority of young adults in this study could perform basic tasks, a much smaller percentage were able to perform the more difficult tasks requiring higher level inferential skills. The National Adult Literacy Survey, being conducted by the Educational Testing Service for the Department of Education, will be a further attempt to define the nature and extent of adult literacy for Americans from the ages of 16 through 65.

There is some debate on what these functional literacy tests really measure, since many of those identified as functionally illiterate may be quite competent and even successful (Fingeret, 1983). Researchers engaged in ethnographic descriptions argue that a better picture of literacy emerges when one looks at how individuals use literacy within their communities (Scribner & Cole, 1981; Weinstein-Shr, 1989). These researchers define literacy in terms of cultural practices acquired through participation in literacy events, rather than as a set of discrete skills that are learned and then applied to different tasks. They are likely to focus on the ways in which individuals engage in literate practices, rather than evaluating the extent of illiteracy within the community or Nation.

Many of these researchers are concerned with literacy practices by ethnic and linguistic minorities. For this group, defining literacy is even more complex. Some individuals (preliterates) speak languages that are not written; for them, literacy involves a dramatic shift from an oral culture to a literate one. Others with written languages may lack literacy skills or have very limited ones. Still others may be literate in a language that uses a different writing system than English (Savage, 1984).

> ***"However, basic reading and writing skills may be insufficient for the increasing demands made on individuals in this technological information-based society."***

Just how serious is the adult literacy situation, then? Growing numbers of immigrants, high school dropouts, and the homeless have made many think that illiteracy has increased. But so have literacy requirements. Increasingly, individuals are expected to use written and oral language and quantitative skills in more complex ways to evaluate and interpret information.

From a historical perspective, the literacy situation in the United States has improved. Where previously there were large segments of the population who could not read and write at a basic level, today there are few. However, basic reading and writing skills may be insufficient for the increasing demands made on individuals in this technological, information-based society. For this reason, it may be more useful to consider literacy as a continuum and the goals of adult literacy programs to be less those of combating illiteracy and more of expanding literacy.

Providers of Adult Literacy Education

The perceived extent of illiteracy has led many different segments of American society to focus on literacy, and a diverse array of publicly and privately funded organizations to engage in adult literacy education. A study of Federal funding sources for adult education, currently being undertaken by COSMOS Corporation, will provide more detailed information in this area. It is clear, however, that a number of Federal agencies support adult literacy instruction.

Of major importance is the Department of Education, which supports adult basic education (ABE) under the Adult Education Act. Funds through this Act are distributed to the states for programs offered in a variety of educational institutions—local education agencies, community colleges, community-based organizations, workplaces, and correctional institutions. Other Federal support for adult literacy comes from the Job Training Partnership Act (JTPA), the Carl D. Perkins Vocational Education Act, the Department of Justice, VISTA, the Family Support Act, Even Start, the Food Stamp Program, the Higher Education Act, the Library Services and Construction Act, and the Immigration Reform and Control Act.

State, local, and private sources also provide support for adult literacy. The following are some examples:

- Tutorial programs provided by local voluntary councils or groups affiliated with Literacy Volunteers of America or Laubach Literacy International.
- Programs sponsored by community-based, religious, or secular organizations, which often serve linguistic and ethnic minority individuals.
- Programs sponsored by employers or unions, often working in conjunction with a local education agency in a business-education partnership.
- City, state, and national literacy coalitions or networks such as the Business Council for Effective Literacy or the National Coalition for Literacy.

which coordinate outreach and referral or seek to increase public awareness and support. The Coalition has worked with the ABC and PBS networks in a national media campaign, Project Literacy U. S. (PLUS), since 1985.

■ Programs sponsored by educational institutions, such as adult education departments, community colleges, or local libraries.

In addition, a National Research Center on Adult Literacy, funded by the Office of Educational Research and Improvement, U.S. Department of Education, has recently been established at the University of Pennsylvania. The need for additional support is clear: with all the current programs and sources of funding, it is still estimated that fewer than 10 percent of those in need of adult literacy instruction are actually receiving services (Pugsley, 1987).

In the last Congress, two major pieces of legislation were under consideration: the Literacy for All Americans Act (H.R. 5415), introduced by Congressman Tom Sawyer, and the comprehensive National Literacy Act (S. 1310), introduced by Senator Paul Simon. Both were passed in their respective houses but did not survive the House-Senate Conference Committee. Had they been successful, they would have provided greater support for and coordination of adult literacy initiatives.

The Goals of Literacy Instruction

What are the goals of literacy instruction? Is the purpose of the program to meet individual learner needs or to meet community or national goals? The changing economic and employment picture in the United States in the 1980s drew increased attention to the level of literacy in the Nation, linking literacy with economic development and suggesting that a major goal of literacy programs should be to make the United States more economically competitive (Imel, 1989). For example, in *Jump Start*, Chisman (1989) emphasizes the need for increased literacy as a support for economic development, with a fundamental goal of ensuring that "by the year 2000, or soon thereafter, every adult has the skills needed to perform effectively the tasks required by a high-productivity economy, to the best of his or her ability" (p. 3). *Jump Start* reinforces the projections of *Workforce 2000* (Johnston & Packer, 1987) that a changing American workplace will require substantial increases in basic skills or literacy (prose reading, document reading, computational ability, problem solving, decisionmaking) in the work force.

At the same time, many educators argue that focusing on the role of literacy in economic development places the blame for the Nation's economic problems on those who have limited literacy skills and ignores the role of literacy in personal growth (Fingeret, 1988) and in "the liberation of people for intelligent, meaningful and humane action upon the world" (Kazemek, 1988, p. 466). These educators emphasize the need for learner-centered literacy programs to empower individuals to meet their own personal and social goals (Fingeret & Jurmo, 1989).

> ***"... a major goal of literacy programs should be to make the United States more economically competitive."***

Similarly, many reports document the relationship between family illiteracy and its consequences for children, linking the intergenerational transmission of illiteracy to children's underachievement in school and other social problems. Sticht and McDonald (1989) have suggested that the single most important variable in the educational achievement of children is the level of education of the mother or primary caregiver. Others argue that this position blames the parents for the child's school failures, ignoring the responsibilities of the school and society for the academic success of children.

Although the goals of economic and personal development need not be mutually exclusive, in designing literacy programs they may become so. Should basic skills literacy programs offered at a worksite provide instruction in skills related to workers' lives outside of the workplace—their lives as parents, taxpayers, community residents, or citizens—or should the focus of the instruction be on the skills required to complete workplace tasks? Similarly, should literacy programs for parents be designed to increase parents' abilities to reinforce their children's school learning, making parents an educational extension of the schools; or should parental literacy programs reinforce community and family literacy practices, consistent with their parenting roles?

Types of Literacy Programs

Different goals—and uses of literacy— have led to the development of a variety of program models during the past decade. These have included initial or basic literacy programs; basic educational programs that help adults to continue their education and complete a high school equivalency (GED) course; family or intergenerational literacy programs where children and adults, often members of the same family, receive literacy instruction; and a variety of specialized literacy programs for immigrants seeking citizenship, for welfare recipients, for migrant workers, or for prison inmates.

Growing interest in preparing the work force for the 21st century has also resulted in a growing number of literacy programs for workers. These programs can be broadly defined as "work force literacy" or "workplace literacy" depending upon the emphasis or primary focus of instruction. Work force literacy or worker education programs focus on the worker's personal development; although they may address workplace requirements, they also focus on the worker's future potential. Workplace literacy programs are more likely to address job-specific requirements, focusing on tasks identified through literacy audits or needs analyses and helping workers to improve performance (Spener, 1990).

Access and Equity

Whether the goal of literacy programs is personal, community, work force, or national development, success depends on accessibility to and participation of the target population. Merriam (1986) refers to access and equity as the "most problematic and most persistent" issue in adult education (p. 6).

Most adult educators are aware that those most in need of adult literacy programs and services are among the least served. Changing socioeconomic, cultural, and demographic forces in combination with the democratic ideal of equal opportunity make nonparticipation among certain groups of adults an important social issue (Scanlan, 1986).

The question of who participates in adult literacy education and why has been thoroughly researched. Factors that may deter individuals from enrolling include problems in scheduling, transportation, child care, and self-confidence. Although research findings related to participation in adult education can be used to help attract individuals to adult literacy programs, of equal importance in retaining them is what happens in the instructional setting. Instructional approaches are a key factor in this retention.

Approaches to Instruction

An important question is who should decide on the desired learner outcomes. Should the program follow "external standards that describe competencies required for effective functioning in daily life or meeting specific work requirements" or "the internal standards people set for themselves" (Hunter & Harman, 1985, p. xii)? External standards may be viewed as minimal standards set by others; internal standards reflect individual decisions or hopes and ambitions concerning literacy.

In practice, few programs are exclusively externally or internally defined. Increasingly, literacy educators suggest that the literacy curriculum must emerge from learner concerns and be embedded in the larger issues facing these individuals within their workplace or community, rather than be pre-established or focus on specific skills in isolation (Fingeret & Jurmo, 1989).

Competency-based approaches define learner goals in terms of "functional competencies," or those life skills adults need in the conduct of their daily life. Competency-based programs may also involve learner participation in goal setting, but much of the curriculum is based on the professional staff's identification of the kinds of tasks and performance levels expected by the community, employers, and other educators. Topics for instruction may include housing, employment, medical care, transportation, education, and community resources; they involve competencies such as filling out a job application, reading and following directions on a medicine label, interpreting a bus schedule, or choosing among educational offerings. Learners' expectations and needs are identified, both in the beginning of the classes and during the course of instruction, but an outline of competencies and performance expectations is usually the basis for the curriculum (Center for Applied Linguistics, 1983).

> ***"Most adult educators are aware that those most in need of adult literacy programs and services are among the least served."***

In contrast, participatory approaches, often modeled on the theories and practices of Brazilian educator and philosopher Paulo Freire, help adults to identify and express their own goals for literacy instruction using a technique called "problem-posing," by which adults work through issues facing them. The goals are often to encourage disadvantaged and relatively powerless individuals to take more control over their lives. In this approach, curricula evolve as individuals in a community define their purposes for literacy (Fingeret & Jurmo, 1989; Spener, 1990).

Whether a program is competency-based or participatory, its developers will have to decide whether to provide reading instruction using a **phonics** (bottom-up) or **whole language** (top-down) approach in presenting the instructional activities. Proponents of phonics believe that people learn to read best when they are instructed in the basic letter-sound correspondences; followed by attention to words; and finally larger, more meaningful sentences or paragraphs, similar to basal reading instruction provided in elementary school.

Proponents of whole language approaches believe that literacy instruction should be meaning-based, with both oral and written language embedded in tasks that are relevant to the learner. Often, learners collaborate in generating stories about their lives, which they share with other learners through collections, newsletters, or magazines. These stories have been found to be of special interest to other new readers because they are relevant and are likely to be written at appropriate literacy (and in the case of second-language learners, their English proficiency) levels (Peyton, 1989).

In practice, programs may use both whole language and phonics approaches. What differs, however, is the starting point of instruction and the amount of time that may be spent on "learning to read" or using "reading to learn." A study of innovative and exemplary practices in literacy instruction for limited-English-proficient adults being conducted for the Department of Education may provide examples of effective techniques and approaches to literacy education for all adults, and contribute knowledge that can be used in evaluating adult literacy programs.

Evaluation and Assessment

Conducting evaluation and assessment in adult literacy can raise a number of issues similar to those involved in defining literacy and its goals. The evaluation and assessment practices selected reflect fundamental beliefs about adults as learners, literacy concepts, and the educational contexts in which literacy education takes place

(Lytle & Wolfe, 1989). Fundamental questions include: What roles do adult learners and staff play in setting and revising program goals? What is the program's working definition of literacy? and To what extent does program design relate to adult learning in everyday life? (Ibid., p. 17).

Because of the connection of adult literacy to economic development goals, many evaluation studies have focused on outcomes. Some outcome studies are limited because they assume the goal of literacy is employment when, in fact, participants frequently cite other kinds of goals (Fingeret, 1985). In addition to evaluating outcomes, these studies should be used for other purposes such as accountability, improving practice, and developing the knowledge base of adult literacy education (Lytle & Wolfe, 1989). Frequently, there are contrasting perspectives on these three areas that need to be examined prior to an evaluation study.

Learner assessment, the process of collecting and analyzing data provided by learners in order to make judgments about the literacy accomplishments of individuals or groups, is a key feature of literacy program evaluation. The following approaches to assessment have been identified in the literature: standardized testing, materials-based, competency-based, and participatory (Ibid.).

Each of these approaches reflects varying perspectives about learners, literacy, and educational contexts. Can any measure capture the range of skills and strategies an individual needs to accomplish a variety of literacy tasks? What is the degree of compatibility between particular approaches and a program's curricula and teaching practices?

An issue currently surrounding assessment of adult literacy programs is how and to what extent learners should be involved in their own assessment. Those advocating a participatory approach believe that "learners, their characteristics, aspirations, backgrounds, and needs should be at the center of literacy instruction" (Fingeret & Jurmo, 1989, p. 5).

According to Lytle and Wolfe (1989, p. 59) "because there is a lack of consensus about the purposes of literacy education, and because the field is by definition pluralistic, there can be no single definition of evaluation or assessment nor one view of what makes the best program."

Professionalization of the Field

Adult literacy is a field characterized by few opportunities for advancement, low compensation levels, and a part-time work force. Moreover, the field lacks an institutional infrastructure to support professional development. A number of factors have converged to direct attention to the issue of professionalization of literacy. These include the use of volunteer tutors; the need for an integrated system to support professional development; and a lack of consensus on what level of education and training is necessary for effective performance.

"... institutional and financial resources are inadequate to support the development of professionals in the field."

Currently, the range of qualifications among adult literacy instructors varies widely. According to Harman (1985, pp. 5–6), "Some have received a certain amount of training and are certified. Some have been certified as school teachers and apply teaching skills that are inappropriate. Others have no training at all and are not properly equipped for the role." This variation is consistent with state requirements for instructors teaching in adult basic education programs funded under the Adult Education Act. A total of 31 states have no particular certification requirements for adult educators, and the remaining 19 use those developed for teacher certification in the state (Foster, 1988). For English-as-a-second-language (ESL) programs, the need is for both adult education and ESL certification.

Adult literacy's status as a national issue has forced the public to acknowledge that institutional and financial resources are inadequate to support the development of professionals in the field (Imel, 1989).

An unresolved question, however, is how the field should professionalize. Cervero (1985) suggests that rather than following the pattern of other professions, adult education should develop a model of professionalization that is consistent with its underlying belief structure. Foster (1988, p. 21) expresses a similar belief: "[U]nlike some other professions . . . the professional activities associated with adult literacy should not revolve around certification or restricting entry into the profession. Instead, the profession will have to be more experimental and open to innovation."

In April 1990, President Bush directed the Domestic Policy Council to establish a Task Force on Literacy to be headed by the Secretaries of Education and Labor. The Task Force is charged with providing recommendations for expanding administration literacy initiatives and coordinating existing efforts among all Federal agencies. The Task Force will submit its recommendations on a coordinated Federal action agenda to the Domestic Policy Council early in 1991. The Task Force is chaired by the Assistant Secretary for Vocational and Adult Education (Department of Education) and the Assistant Secretary for the Employment and Training Administration (Department of Labor); other members include high-level officials from the Departments of Defense, Commerce, Health and Human Services, Agriculture; the Office of Personnel Management; and the White House.

Conclusion

The discussion of issues has presented a number of perspectives related to adult literacy and the delivery of programs and services designed to improve the literacy levels of adults. Although this diversity in viewpoints is one characteristic of the field, another is a commitment to develop an infrastructure that can provide a continuum of literacy education. A number of national groups and organizations that are engaged in

building or supporting such an infrastructure are listed on pages 8 and 9. They can be consulted for additional information about adult literacy.

References

Most of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. For a list of ERIC collections in your area, call 1-800-USE-ERIC.

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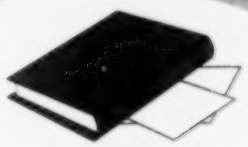

Recent Literacy Initiatives

The U.S. Department of Education supports many programs and activities in its efforts to eliminate illiteracy and ensure that every adult American will be literate by the Year 2000. Projects range from programs designed to involve parents in their children's literacy development (Even Start) to demonstration programs to improve the literacy of minorities. Some of the Department's recent literacy initiatives are highlighted below.

The Office of Bilingual Education and Minority Languages Affairs administers the Family English Literacy Program, which provides families of limited-English-proficiency with opportunities to improve their literacy skills. Literacy activities for parents include language instruction and parenting skills.

Workplace Literacy Partnerships is one of several literacy programs within the Office of Vocational and Adult Education. This program provides grants to exemplary partnerships composed of a consortium of educational organizations, businesses, industries, or labor organizations that train workers who need to improve their basic literacy or English-language skills.

The Office of Planning, Budget, and Evaluation recently sent Congress an interim report on Federal funding sources and services for adult education programs. The report examines 77 adult education programs within 11 Federal agencies. The second phase of the study will conduct five case studies on programs that use effective Federal, state, and local coordination strategies for supporting adult education services.

Within the Office of Educational Research and Improvement (OERI), the Office of Library Programs administers Titles I and VI of the Library Services and Construction Act (LSCA). Title I funds programs for public library services and gives priority to making public library services accessible to individuals who might not otherwise benefit because they are illiterate. These funds are also used to establish and support model library centers. Title VI funds the Library Literacy Program, which helps thousands of illiterate people each year through state and local libraries. Services include tutoring, employment-oriented literacy services, English-as-a-second-language instruction, and technology-assisted projects.

Two new centers are also supported by OERI: the National Center on Adult Literacy, which will study the adult literacy population and the effectiveness of programs serving it; and the National Center on Educational Quality of the Workforce, which will identify the educational requirements for work-related education, gauge the costs and benefits of education and training, and interpret work force lifecycles. In addition, the National Center for Education Statistics plans to conduct a statistical survey in 1992 to assess the literacy of the adult population in the United States. The data will be collected through household personal interviews in which respondents complete written exercises that assess their English.

Other programs and initiatives supported by the U.S. government and private organizations are highlighted in this issue.

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Resource Organizations

Organizations and Associations

AFL–CIO, Human Resources Development Institute
815 16th Street NW.
Washington, DC 20006
(202/638–3912)
Program Contact: Jane Pines

American Association of Adult and Continuing Education
1112 16th Street NW.
Washington, DC 20001
(202/463–6333)
Program Contact: Judith Koloski
Executive Director

American Library Association
Office of Library Outreach Services
50 East Huron Street
Chicago, IL 60611
(312/944–6780, ext. 453)
Program Contact: Sibyl Moses

American Society for Training and Development
1630 Duke Street, Box 1443
Alexandria, VA 22313
(703/683–8100)
Program Contact: Alicia Kleckley
National Affairs Representative

Association for Community-Based Education
1806 Vernon Street NW.
Washington, DC 20009
(202/462–6333)
Program Contact: Chris Zachariadis
Executive Director

Business Council for Effective Literacy
1221 Avenue of the Americas
35th Floor, New York, NY 10020
(212/512–2415)
Program Contact: Gail Spangenberg
Vice President and Operating Head
Paul Jurmo
Senior Program Associate

Center for Applied Linguistics
1118 22nd Street NW.
Washington, DC 20037
(202/429–9292)
Program Contact: G. Richard Tucker
President

Laubach Literacy Action
1320 Jamesville Avenue
Syracuse, NY 13210
(315/422–9121)
Program Contact: Peter Waite
Executive Director

Literacy Network, Inc.
475 Cleveland Avenue N., Suite 211
St. Paul, MN 55104
(612/646–5070)
Program Contact: Jackie Cooke

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
(315/445–8000)
Program Contact: Helen B. Crouch
Executive Director

Federal Agencies

Department of Labor
200 Constitution Avenue NW.
Washington, DC 20210

- Office of Work-Based Learning (202/535–0540)
- Office of Strategic Planning and Policy Development (202/535–0662)
- National Occupational Information Coordinating Committee (202/653–5671)

Department of Education
400 Maryland Avenue SW.
Washington, DC 20202–7240

- Office of Educational Research and Improvement (202/219–2050)
- Division of Higher Education and Learning (202/219–2243)
- Office of Bilingual Education and Minority Languages Affairs (202/732–5063)
- Office of Vocational and Adult Education (202/732–2251)
- Division of Adult Education and Literacy (202/732–2270)

Clearinghouses

ERIC Clearinghouse on Adult, Career, and Vocational Education
1900 Kenny Road
Columbus, OH 43210–1090
(800/848–4815; 614/292–4353)
Program Contact: Judy Wagner
Assistant Director for Dissemination

National Clearinghouse on Literacy Education
1118 22d Street NW.
Washington, DC 20037
(202/429–9292)
Program Contact: David Spener
User Services Coordinator

Clearinghouse on Adult Education
U.S. Department of Education
400 Maryland Avenue SW.
Mail Stop 7240, Room 44
Washington, DC 20202–7240
(202/732–2396)
Program Contact: Tammy Olinger
Education Program Specialist

National Clearinghouse for Bilingual Education
1118 22d Street NW.
Washington, DC 20037
(202/467–0867)
Program Contact: Information Specialist Staff

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separate monthly publication, *Current Index to Journals in Education*.

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- ***Education-Related Information Centers***—Resource centers and other agencies that provide information in education-related areas.
- ***Education-Related Conferences***—An entire year's listing of a wide variety of international, national, state, regional, and local education-related conferences.

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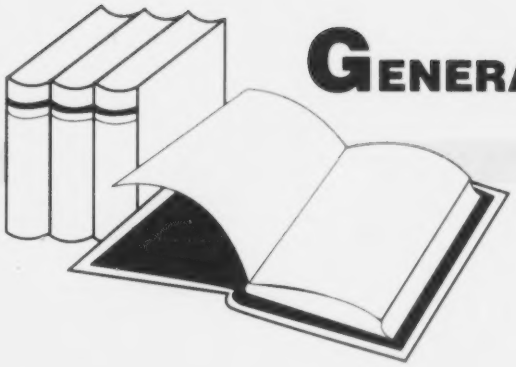


General Reading List

The following titles cover a range of issues on the subject of literacy. Many of these titles are free; others are available for a fee. To order, contact the agencies listed.

Adult Literacy: Contexts and Challenges, 1990

Reports on the practice of and challenges confronting the adult literacy movement. Highlights literacy initiatives. ($13.50) International Reading Association (IRA), 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714–8139.

Adult Literacy Education: Program Evaluation and Learner Assessment, 1989

Provides information to shape the design of evaluation, beginning with considerations of adults as learners, concepts of literacy, and educational contexts. Identifies resources for planning program evaluations. ($8.75) Center on Education and Training for Employment, Publications Office, 1900 Kenny Road, Columbus, OH 43210–1090.

Adult Literacy: Instructional Strategies, 1989

A bibliography. (Free) ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 East 10th Street, Bloomington, IN 47405–2373.

Adult Literacy Issues: An Update (ERIC Digest No. 89), 1989

Examines the appropriate focus for adult literacy education, professionalization of the field, and program evaluation. (Free) ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, Publications Office, 1900 Kenny Road, Columbus, OH 43210–1090.

Adult Literacy: Overview, Programs, Research, 1989

A bibliography. (Free) ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 East 10th Street, Bloomington, IN 47405–2373.

Approaches to Teaching Literacy to LEP Adults, 1989

A bibliography of articles and documents that present techniques for teaching LEP students. (Free) National Clearinghouse on Literacy Education (NCLE), Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

Beginning Literacy and Your Child, 1990

Discusses how parents can create a home environment that encourages literacy in their children. Includes a list of recommended readings for children and parents. ($1.75) IRA, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714–8139.

Beginning To Read: Thinking and Learning About Print—A Summary, 1990

Discusses how teachers can help children learn to read. Uses information from the fields of psychology, linguistics, and education to show that reading is a complex set of skills. ($5.50) IRA, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714–8139.

Computer-Assisted Instruction in Adult Literacy (Practice Application Brief), 1988

Summarizes research findings on computer-assisted instruction (CAI) and provides guidelines for effective use of CAI to increase adult literacy levels. (Free) ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, Publications Office, 1900 Kenny Road, Columbus, OH 43210–1090.

Computers and Opportunities for Literacy Development (ERIC Digest No. 54), 1989

Explores ways schools use computers and collaborative learning environments to help develop language and literacy skills in students who have difficulty with traditional

teaching methods. (Free) ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Main Hall, Room 300, Box 40, 525 West 120th Street, New York, NY 10027–9998.

Creating Readers and Writers, 1990

Helps parents who want to create a home environment that encourages literacy in their children. Includes a list of recommended readings for children and parents. ($1.75) IRA, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714–8139.

Curriculum Guides for Adult ESL Literacy Programs, 1990

A bibliography of articles and documents highlighting curriculum materials for adult ESL literacy programs. (Free) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

Family and Intergenerational English Literacy, 1990

A bibliography of articles and documents on a range of topics dealing with family English literacy. (Free) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

The Freirean Approach to Adult Literacy Education, 1990

Explains, in a question-and-answer format, the Freirean approach to adult literacy education. (Free) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

How Children Construct Literacy: Piagetian Perspectives, 1990

Provides an international perspective about how children learn to read; features research and case studies from Spain, Italy, Brazil, Israel, and the United States. ($9.00) IRA, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714–8139.

The Issue: Adult Literacy Assessment (ERIC Digest No. 45), 1989

Examines the methods of adult literacy assessment and highlights several programs that incorporate assessment. (Free) ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 East 10th Street, Bloomington, IN 47405–2373.

Library and Information Services for Literacy, 1990

An ERIC bibliography on a theme of the 1991 White House Conference on Library and Information Services. Features documents and journal articles on the role of library and information services in developing and expanding literacy at all levels, in an increasingly information-oriented society. (Free) ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244–2340.

Library Literacy Programs: Analysis of Funded Projects 1989, 1990

Presents a synopsis of literacy projects being conducted by state and local public libraries under the Library Literacy Program. ($2.25, ISBN 065–00–00421–6) Superintendent of Documents, GPO, Washington, DC 20402–9325.

Listening to Students' Voices: Educational Materials Written By and For LEP Adult Literacy Learners, 1989

Summarizes the rationale for an approach to teaching literacy using materials written by students. Presents features of a successful writing and publishing program, program descriptions, and sources of published materials written by adult learners. (Free) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

Measures for Adult Literacy Programs, 1990

Describes instruments that may be suitable for measuring outcomes of adult literacy programs. Evaluates 63 assessment instruments. ($19.50) ERIC Clearinghouse on Tests, Measurements, and Evaluation, American Institutes for Research, Washington Research Center, 3333 K Street NW., Washington, DC 20007–3893.

New Policy Guidelines for Reading: Connecting Research and Practice, 1989

Challenges several widespread assumptions about effective reading instruction. Includes policy guidelines that can be used to evaluate reading programs. ($8.50

General Reading List (continued)

nonmembers, $6.50 members) National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.

Reading Comprehension Instruction 1783–1987: A Review of Trends and Research, 1990

Presents a historical perspective on reading comprehension instruction in the United States. ($13.50) IRA, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714–8139.

Remedial Reading for Elementary School Students, 1989

Presents lessons using games and activities to stimulate imagination and develop reading skills and comprehension of students with reading difficulties ($12.95 plus $2.00 postage and handling) ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 East 10th Street, Bloomington, IN 47405–2373.

Report to Congress on Defining Literacy and the National Adult Literacy Survey, 1990

Presents criteria for defining literacy, and information about the 1992 National Adult Literacy Survey. (Free) Clearinghouse on Adult Education and Literacy, Mary E. Switzer Building, 400 Maryland Avenue SW., Washington, DC 20202–7240.

Resource Guide to Family English Literacy, 1990

Includes program abstracts, curriculum guide titles, further reading, and family literacy organizations. ($2.00) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

Resource Guide to Newsletters of Interest in Adult ESL Literacy, 1990

Lists newsletters that often include articles about literacy education for limited-English-proficient adults and English-as-a-second-language topics. ($1.00) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

Resource Guide to Videotapes for Adult Literacy Trainers and Programs, 1990

Lists videos available in the following categories: teacher training, adult ESL, adult literacy and basic skills, literacy promotion, and Spanish literacy. Includes publishers and addresses. ($2.00) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

The Role of Native Language Literacy Programs (EDO–LE–90–07), 1990

Addresses the various factors influencing the choice of the native-language-speaking youth in adult literacy programs for limited-English-proficient adults. (Free) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

The Role of Volunteer Tutors in Adult ESL Literacy Programs, 1990

A bibliography of documents on topics pertaining to ESL volunteer tutors. (Free) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

Supporting Emergent Literacy Among Young American Indian Students (EDO–RC–90–3), 1990

Discusses the link between the development of listening comprehension and the emerging reading comprehension of young Indian students. Suggests ways teachers can develop instructional routines that incorporate locally produced materials to enhance young students' emergent literacy. (Free) ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325.

Closed Captioned Television for Adult LEP Literacy Learners (EDO–LE–90–04), 1990

Describes closed-captioned television (CCTV) and its educational use with the deaf. Because CCTV has

proven literacy benefits, it is being used in adult LEP literacy classrooms. Details uses, advantages, and disadvantages of this technology. (Free) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

Using Newspapers in the ESL Literacy Classroom (EDO–LE–90–02), 1990

Presents newspapers as inexpensive and compelling "textbooks" for adult literacy development. Describes activities for the classroom and details curricula and activities by newspaper publishers to promote literacy. (Free) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

Whole Language in Adult ESL Programs (in ERIC/CLL News Bulletin Vol. 13, No. 2), 1990

Discusses the underlying principles of whole language programs and shows how those principles operate in a model program. (Free) ERIC Clearinghouse on Languages and Linguistics, 1118 22d Street NW., Washington, DC 20037.

Women, Work, and Literacy (ERIC Digest No. 92), 1989

Portrays the extent of illiteracy among women, looks at the changing work force and its literacy needs, and describes a program model, developed by Wider Opportunities for Women, to address this issue. (Free) ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, Publications Office, 1900 Kenny Road, Columbus, OH 43210–1090.

Workplace Competencies: The Need To Improve Literacy and Employment Readiness (Policy Perspectives series), 1990

Points out that, despite national demands to improve the weak literacy skills of young adults, educators and policymakers lack the diverse types of data needed to make changes. ($2.25, ISBN 065–000–00418–6) Superintendent of Documents, GPO, Washington, DC 20402–9325.

Workplace Literacy, 1990

A bibliography of documents that examine the issues, including training, programs, and trends in workplace literacy. (Free) NCLE, Center for Applied Linguistics, 1118 22d Street NW., Washington, DC 20037.

Workplace Literacy (Trends and Issues Alert), 1990

Summarizes trends and issues in workplace literacy and lists print resources and organizations. (Free) ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, Publications Office, 1900 Kenny Road, Columbus, OH 43210–1090.

Workplace Literacy Annotated Bibliography, 1990

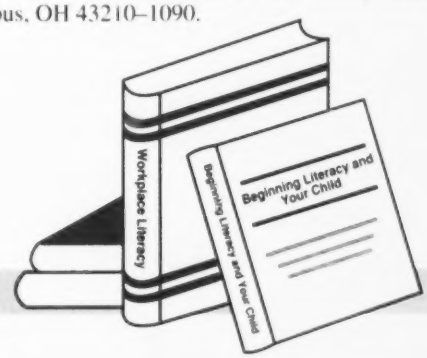
A bibliography of materials dealing with workplace literacy. (Free) ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, Publications Office, 1900 Kenny Road, Columbus, OH 43210–1090.

Workplace Literacy Programs (ERIC Digest No. 70), 1990

Examines the need for workplace literacy, how it differs from general literacy, what literacy skills are needed for the workplace, patterns in practices and approaches, and resources for program development. (Free) ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, Publications Office, 1900 Kenny Road, Columbus, OH 43210–1090.

Workplace Literacy Programs: A New Business Basic (ERIC/ACVE Notes on Employment and Training), 1990

Surveys the workplace literacy scene, illustrating program characteristics with some examples of existing programs. (Free) ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, Publications Office, 1900 Kenny Road, Columbus, OH 43210–1090.



EMERGENT LITERACY: AN EARLY READING AND WRITING CONCEPT

by Carl B. Smith

There are all kinds of literacy today: adult literacy, workplace literacy, basic literacy, functional literacy, literacy as a synonym for language arts, and emergent literacy, among others.

Emergent literacy refers to an increasing awareness of the print world and is usually associated with young learners observing and experimenting with the reading and writing process. More important than the label is the attitude behind it. It is acceptable for learners to experiment, stumble, self-correct, and figure out gradually that print communicates. Through reading and writing associations with adults, asking questions about print, observing print in stories, and experimenting with writing, the learner gradually sees the relationship between the spoken and written word. Through this natural, emerging process the young learner gains the confidence needed to participate in the real world of print.

In preschool, kindergarten, and first grade classrooms, all kinds of opportunities exist for children to experience print in their environment as well as in books. Read-along books, writing tables, and bulletin boards for displaying dictated stories are examples of activities that fit with the emergent literacy concept. These classroom activities are appropriate means for children to grow naturally into print. Emergent literacy does not necessarily preclude formal instruction. A teacher may also teach the alphabet or sound-symbol correspondences while allowing children the freedom to experiment with print-related activities.

The term emergent literacy conveys a different paradigm for understanding how children become print-savvy people. Instead of teaching only specific sequences of letters, sounds, and high-frequency words, the idea is to also engage young children in meaningful print-related activities.

Holdaway (1979) defines emergent literacy as the natural reading and writing behaviors exhibited by young children before formal reading and writing instruction begins; for example, telling a story by looking at the pictures, writing a story in scribble, or copying the spellings dictated by adults. Holdaway further contends that the emergent literacy stage develops behaviors from a wide range of natural language experiences in a child's life—reading, writing, speaking, and listening. As Mason (1984, p. 511) says: ". . . early reading can be defined as the acquisition of concepts related to functional, formal, and conventional strands of print."

Most authors agree that the most successful early readers are those who are "pencil and paper kids"—children who have had contact with written materials in their home. Book handling and scribbling may begin earlier than the mastery of speech skills. Holdaway believes that book handling is a special type of language that begins early, before mastery of spoken skills, and is spurred on by listening to bedtime stories. Roser (1987, p. 91) further emphasizes the role of storybooks in the child's early experiences: "There seems to be an obvious, natural, and reciprocal relationship between listening to literature and the opportunity, desire, and ability to read."

Learning Through Trial and Error

During these early literacy experiences children need to make meaning of print with little intrusion from adults. In nursery school and preschool, for instance, children may learn from each other that there are relationships between the print in books and the visual symbols such as logos and advertisements that they see all around them. Those initial personal experiments will stimulate interest and understanding in the more formal aspects of reading and writing, i.e., graphic symbols.

Lundsteen (1986) found that exposure to books and personal exploration were more important to young children than maturation in their ability to make sense out of print.

What do these theories and studies about emergent literacy mean for teachers? Mason (1985, p. 536) suggests ". . . preparation for reading is better addressed with specific experiences that are more closely related to reading than to general cognitive and motor tasks." In other words, handling books, letter recognition, and simulated writing or

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scribble writing seem to be more important in developing literacy skills than working on shape and color recognition or motor skills.

It should not surprise us that advocates of emergent literacy development suggest a close link between early experiences and the actual behavior of reading a book. Just as children pretend or act out in their play many of the life adventures they observe in the adult world, so they will model their early literacy behavior on what they perceive adults doing with regard to reading and writing.

Following this line of reasoning, then, preschool, kindergarten, and first grade teachers can do more than simply surround the children with books and other print materials. They can read aloud and encourage children to read aloud to each other. They can use tape recordings (and videotapes) in read-along book corners or centers, and ask children to use those same books as they read to one another. Teachers can write notes to parents and their students and ask them to write back. And through their experiences, teachers can expand children's understanding of specific spelling patterns and letter-sound relationships. In other words, teachers move children from their natural curiosity about print to more formalized reading skills.

In these ways, children see reading and writing as something people learn and use to communicate. Establishing the purposes for reading and writing may be as important as teaching any set of skills during this early reading, or emergent literacy, period.

References

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Lundsteen, Sara W. "Developmental Aspects of Composition (or Think Young)." Address presented at the Meeting of Colorado Educators, Denver, CO, October 3, 1986.

Mason, Jana. "Early Reading from a Developmental Perspective." In *Handbook of Reading Research*, edited by P. David Pearson. New York, NY: Longman, 1984.

Roser, Nancy L. "Research Currents: Relinking Literature and Literacy." *Language Arts*, vol. 64 (January 1987), pp. 90–97.

For Your Information

For Your Information is a column to help you stay abreast of important ERIC System developments. It provides information about new programs, products, and services from ERIC Clearinghouses and Support Components.

New Audio Journal Promotes Family Literacy

To get parents more involved in their children's schooling, the ERIC Clearinghouse on Reading and Communication Skills offers an audio journal. *Parents and Children Together*, a read-along booklet with a cassette tape, contains resources, helpful hints, and questions that parents frequently ask. It helps promote family literacy by encouraging parents to do the following:

- Read and write with their children.
- Speak and listen to their children.
- Develop their own literacy skills.
- Strengthen communication in family relationships.

The journal also provides home-based educational activities that reinforce classroom instruction and promote student motivation and achievement. All of this material is on the first section of the journal, on the first side of the audiocassette, and is directed at parents. The journal's second section, the other side of the audiocassette, is for parents and their children (ages 4 to 10) to read together. It includes three read-along stories with prereading and prewriting activities and literature. For costs and ordering information, call or write the ERIC Clearinghouse on Reading and Communication Skills (see ERIC Directory in this issue).

ACCESS ERIC Databases Available Through GTE

ACCESS ERIC, in conjunction with GTE Education Services (GTE ES), is offering up-to-date research and referral databases to the education community. The databases (described below) are available on a subscription basis to anyone with a PC and modem:

- Education-Related Information Centers—Describes organizations providing information on education, including subjects covered, intended audiences, and contact people.
- ERIC Information Service Providers—Lists organizations throughout the world that provide ERIC System services and products.
- ERIC Calendar of Education-Related Conferences—Provides information on a wide variety of international, national, state, and regional educational conferences, including dates, conference sponsor and contact, audience, and subjects covered.

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Research in Action provides you with a synthesis of recent research findings on current trends and issues in education. These brief analyses cover a broad range of topics important, as well as practical, for educators, parents, and students. Each document reprinted in this column includes references to additional reading materials and information sources on related topics. Published by ERIC's 16 subject-specific Clearinghouses as *ERIC Digests*, many are available free from individual Clearinghouses, while others are sold for a nominal fee. Subsequent issues of *The ERIC Review* will highlight current *Digests* from other ERIC Clearinghouses.

Adult Literacy Programs in Rural Areas

by Susan Ferrell

ERIC Clearinghouse on Rural Education and Small Schools
ERIC Digest Series No. EDO–RC–90–7, 1990

The literacy of rural adults is receiving renewed attention nationally. This Digest examines the stated goals of rural literacy programs and the types of programs that have been effective in the past. It includes the various definitions of literacy applied in effective rural literacy programs. It also examines the conditions that support—or limit—the widespread influence of effective programs in rural areas. Basic research about rural literacy is scanty. This Digest, however, synthesizes findings from the available literature to help inform both concerned practitioners and policymakers.

Concern for adult literacy in rural areas

The level of concern over adult literacy in rural areas varies with economic, social, and political changes. In the United States, policymakers express greatest concern when the need for economic development or recovery seems most pressing, as in the present rural economic crisis.

Many policymakers believe high rates of adult literacy to be a condition of rural economic development. Hence, their concern logically addresses the literacy of citizens with the most visible need to improve their economic well-being—the poor. In the United States, many poor citizens live in remote rural communities. Moreover, throughout the world the rates of both poverty and of adult illiteracy are highest in rural areas (for example, Behrstock, 1981).

The goals of adult literacy programs in rural areas

Knox (1987) reports that adult basic education—including instruction for improved literacy—serves one of four purposes. These purposes are: (1) promoting economic productivity, (2) stimulating political change, (3) increasing social equity, and (4) enhancing quality of life. In the United States, literacy efforts on behalf of rural citizens most frequently address the first of these purposes.

Akenson (1984) develops this theme in his comparison of the Southern Literacy Campaign (1910–1935) with current efforts to promote literacy in the rural South. "Industrial efficiency" was a prime concern of the earlier

programs. Today, similar results are expected from programs to prepare rural workers for the "information age." Both efforts emphasize the improved productivity of rural economies (Akenson, 1984).

Another goal of the literacy effort has been to support democratic political reform. The work of Brazilian educator Paulo Freire with rural peasants best represents this approach. By helping peasants label both their anger and their dreams, literacy campaigns of this type help citizens define their own political destinies. In more highly developed nations, such efforts have also been proposed to address the needs of an emerging underclass (Aronowitz & Giroux, 1985).

Closely related to the political aim of literacy work is the goal of promoting social equity. This goal confronts a particularly vexing challenge. Literacy workers have noted that the Nation's poorest citizens, whether rural or urban, are those least likely to participate in programs (Quigley, 1990). According to this view, literacy efforts can actually widen the gap between the "haves" and the "have nots."

Some writers note, however, that this effect is rare: even the poorest citizens get some benefits when the literacy of their somewhat more fortunate neighbors improves. Cameron (1987, p. 175) reasons, "As programs prepare better qualified and motivated people for occupational advancement, lower level jobs become available for less skilled or less experienced workers."

A final perspective on adult literacy, however, rejects the logic of both of these competing views. Supporters of this view (Kozol, 1985) see literacy as a worthy end in itself. They interpret literacy—like oral language—as the birthright of all humans, and they stress the role literacy plays in cultivating human potential. They believe all political, economic, and social improvement depends on *universal* literacy. In rural areas, this view may have special meaning for postliteracy programs, discussed in the next section.

Rural programs that address various types of adult literacy

Literacy programs in rural areas vary with the definitions of literacy they adopt. Chall, Heron, and Hilferty (1987) identify three types of programs that define literacy in different ways. Volunteer programs work mainly with *illiterate* adults. They serve adults whose reading achievement is below the fourth-grade level. Competency-based programs, on the other hand, work with adults who already have basic reading skills. These adults, however, need more advanced academic skills if they are to become *functionally* literate by modern standards. Competency-based programs usually define literacy as the minimum skill required for a high school diploma or its equivalent.

Fingeret (1984, p. 23) describes programs of these first two types as "individually oriented programs." She faults them for approaching adult illiteracy as deficits of individual persons. These programs, she claims, offer instruction that emphasizes reading skills in isolation from meaningful context.

Both Chall and Fingeret distinguish the first two types of programs from programs based in the community. Rather than valuing just one kind of learning, community-oriented programs help adults determine their own learning needs, based on the norms of their communities. These programs, therefore, provide instruction that may or may not have an academic focus.

A variety of postliteracy options helps sustain the effectiveness of the three basic types of literacy programs. Postliteracy programs offer newly literate adults the chance to continue their education, practice new skills, and make positive changes in their lives.

Such programs are extremely important for sustaining literacy gains in rural areas. They may be especially critical in rural areas when limited economies keep literate adults from applying their new skills in new jobs. If adult students can see literacy as worthy in itself, then they may be more likely to continue to maintain and develop their literacy, whatever the local economic situation. Hence, programs in rural areas with enduring economic problems might better view the development of literacy in terms of quality of life.

Effective rural literacy projects in the United States

Among adult literacy programs in rural areas of the United States, some offer a single service (Lucas, 1985). Alaska's *Centralized Correspondent Study Handbook for Grades 1–12*, for example, provides the framework through which rural residents can complete correspondence course work at no charge. Teleteacher, a telephone-based system in Virginia, enables rural residents to have access to academic assistance 24 hours a day.

Other rural literacy programs, however, provide a variety of services (Lucas, 1985). For example, a program in Alabama uses a statewide educational television network, learning centers, and home tutors. This plan offers three different ways to reach adults in rural areas. A weekend program in New Jersey offers a variety of counseling services, sponsors independent study projects, and administers subject area examinations.

Some projects offer a wide range of services to large numbers of students (Lucas, 1985). Project Communi-Link, for example, reaches 26 selected rural communities in 14 western states. Communi-Link is a system that structures working relationships among a variety of organizations. It works to help rural communities improve the social and economic well-being of residents through expanded opportunities for Adult Basic Education and GED preparation. Two Pennsylvania projects—Regional Utilization of Resources to Aid Literacy (RURAL) and Grass Roots Alternative Diploma Study (GRADS)—are also examples of this approach.

Finally, technology increases the potential to reach adults in rural areas. Literacy programs are developing out-of-school strategies that use media to deliver instruction. These media

include films, newspapers, radios, records, audiotapes, various periodicals, and satellite broadcasts. In addition, some literacy and post-literacy programs have direct ties to business and industry, and others make use of resources available in 2- and 4-year colleges (Chall et al., 1987; Hone, 1984).

Conditions that support—or limit—effective rural literacy programs

Although effective programs exist, their impact may be limited in rural areas. Some conditions limit the scope and sometimes threaten the survival of such programs. Inadequate funding reduces the potential impact of literacy efforts (Kozol, 1985). The funding that does exist may be divided among a variety of agencies, all competing for a share of it. This competition makes it difficult for agencies to coordinate their efforts.

Moreover, the clear goal of many rural literacy programs—improving rural economies—poses a potential threat to even the most effective programs. Despite their goals, these programs nonetheless tend to define their success in terms of increased literacy, not economic improvement. If the advertised economic benefits fail to develop, these programs can lose the support of external funding sources.

Despite these problems, however, rural literacy programs manage to persist and to succeed. Successful programs share certain common features. According to Hone (1984), effective programs address local needs, satisfy the expectations of their clients, entail cooperation among agencies, and promote program benefits in clear language. Kozol (1985) highlights one additional source of success. Involving community members in the development, promotion, and evaluation of literacy programs gives rural residents a stake in making these programs work.

References

Many of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. For a list of ERIC collections in your area, call 1–800–USE–ERIC.

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Quigley, B. A. (1990). Hidden logic: Reproduction and resistance in adult literacy and adult basic education. *Adult Education Quarterly,* 40(2), 103–115.

To order copies of Adult Literacy Programs in Rural Areas, write the ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325.

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Information Alerts Available

Information Alerts, which are listings of documents and journal articles that have recently been entered into the ERIC database, are available from the ERIC Clearinghouse on Urban Education. Use these free resources to help you keep track of what's new on the following topics in education:

- **School Site-Based Management (#21)**
- **National and State Statistics: Black and Hispanic Elementary and Secondary Students (#22)**
- **Multicultural Education and Academic Achievement (#23)**
- **Educating Poor Children: Services and Programs To Increase Family Involvement and Support (#24)**

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New Titles in Education

This column features new publications produced by the ERIC Clearinghouses and the Office of Educational Research and Improvement, as well as resources recently abstracted for the ERIC database. Title, author, availability, cost, order number, and a brief description are provided to help you easily locate these resources through ERIC.

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dult, Career, and Vocational Education

Learning and Reality: Reflections on Trends in Adult Learning, 1990
ED 315 663
Robert A. Fellenz and Gary J. Conti
Availability: Publications Office, Box F, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210–1090 ($5.25).

Identifies and reviews trends in adult learning, among them: changing concepts of intelligence; assessment of learning style; metacognition, memory, and motivation; learning in the social environment; and participatory research.

Adults With Learning Disabilities: An Overview for the Adult Educator, 1990
ED 315 664
Jovita M. Ross-Gordon
Availability: Center on Education and Training for Employment ($7.00).

Stresses that assessment of learning-disabled adults should recognize their strengths and needs as adults. Provides guidelines for selecting appropriate diagnostic instruments. Describes intervention approaches that use principles of adult learning. Recommends policy and research that emphasizes a comprehensive, holistic approach that considers the adult with learning disabilities as a critical contributor to problem resolution.

School-to-Work Transition for At-Risk Youth, 1990
ED 315 666
Sheila H. Feichtner
Availability: Center on Education and Training for Employment ($8.75).

Describes the transition process and identifies a number of program and service barriers that compound the societal barriers faced by at-risk youth. Includes recommendations for training case management personnel, providing systematic and comprehensive services, and developing a computerized management system.

ounseling and Personnel Services

Comprehensive Guidance Programs That Work, 1990
ED 314 660
Norman C. Gysbers
Availability: ERIC Clearinghouse on Counseling and Personnel Services, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109–1259 ($18.95).

Describes successful comprehensive guidance programs in eight school settings in six states. Includes practical suggestions and advice on ways to bring about change in K–12 school guidance programs. Draws upon experiences of counseling professionals who have successfully implemented these model counseling programs.

Elementary School Counseling in a Changing World, 1990
ED 315 684
Erwin R. Gerler, Jr., Joseph C. Ciechalski, and Larry D. Parker, editors
Availability: ERIC Clearinghouse on Counseling and Personnel Services ($26.95).

Increases awareness of the cultural and social issues that face children and their counselors. It draws attention to environmental factors that impinge on both teaching and

counseling techniques, and encourages counselors to re-examine their roles and interventions for the 1990s.

Invitational Learning for Counseling and Development, 1990
ED 314 708
William W. Purkey and John J. Schmidt
Availability: ERIC Clearinghouse on Counseling and Personnel Services ($16.95).

Explains how integrating the principles of invitational learning into guidance programs was a positive force for change in seven school settings.

The Teacher Advisor Program: An Innovative Approach to School Guidance, 1990
ED 316 791
Robert D. Myrick and Linda S. Myrick
Availability: ERIC Clearinghouse on Counseling and Personnel Services ($16.95).

Offers a description of successful teacher advisor programs and reports written by practitioners who have successfully implemented them. Describes six programs that creatively meet the developmental needs of middle and high school students. These programs provide students with a friendly adult in the school who knows and cares about them.

Educational Management

The Collaborative School: A Work Environment for Effective Instruction, 1990
ED 316 918
Stuart C. Smith and James J. Scott
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403–5207 ($8.00 plus $2.50 handling charge).

Defines the collaborative school and describes a variety of practices and programs already being used by schools. Shows how collaborative practices can be introduced in schools with resources currently available in most school districts.

A Consumer's Guide to School Improvement, 1990
ED 313 800
Geoffrey E. Mills
Availability: Publication Sales, ERIC Clearinghouse on Educational Management ($6.00, $2.50 postage and handling on billed orders).

Synthesizes current literature on school improvement and educational change. Provides an overview of five school improvement models, with practical suggestions for improving instructional programs.

School Leadership: Reflections on Practice by California's Instructional Leaders, 1990
Linda J. Nelson
Availability: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($15.00).

Presents an inside view of school management through the experience of some 40 principals, vice principals, district-level administrators, and o her instructional leaders.

Designing Programs for New Teachers: The California Experience, 1990
EA 021 880
Ann I. Morey and Diane S. Murphy, editors
Availability: Far West Laboratory for Educational Research and Development ($13.50).

Serves as a tool for those planning and implementing programs to assist new teachers. Describes concepts and alternative approaches to new teacher support and assessment. Highlights new teacher projects.

Working Together: The Collaborative Style of Bargaining, 1990
ISBN 0–86552–103–4
Stuart C. Smith, Diana Ball, and Demetri Liontis
Availability: Publication Sales, ERIC Clearinghouse on Educational Management ($6.75).

Reports on how collaborative procedures actually work in those districts that are using them and offers guidelines to school boards, administrators, and teacher unions that would like to adopt a collaborative process.

Elementary and Early Childhood Education

The Case for Mixed-Age Grouping in Early Education, 1990
PS 018 894
Lilian G. Katz, Demetra Evangelou, and Jeanette Allison Hartman
Availability: National Association for the Education of Young Children, 1834 Connecticut Avenue NW., Washington, DC 20009–5786 ($6.00).

Describes the effects of mixed-age grouping on young children's social and cognitive development in schools and child care centers. Discusses peer tutoring and coop-

erative learning as two strategies for implementing mixed-age grouping.

ERIC/EECE Digests Related to the Education and Care of Children From Birth Through 12 Years of Age, 1990
PS 018 846
Availability: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, College of Education, 805 W. Pennsylvania Avenue, Urbana, IL 61801–4897 ($6.95 plus $1.50 postage and handling).

Includes 28 ERIC Digests prepared between 1986 and 1989 that cover such topics as infant day care, the escalating kindergarten curriculum, mixed-age groups, and parent involvement in schools.

andicapped and Gifted Children

College Planning for Gifted Students, 1989
ED 307 768
Sandra L. Berger
Availability: ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091–1589 ($18.50).

Describes how to create a 6-year plan that guides the gifted student through critical choices based on personal goals, values, and learning. Based on research, extensive telephone interviews with dozens of key educators, and personal experience, the treatise has distilled the essence of what has to be done to create the best match between student and educational experience. Presents the characteristics of gifted learners in a new conceptual matrix that offers useful perspectives on the dynamics of how gifted students think and behave. Provides specific suggestions for working with students' special needs.

A Practical Guide to Counseling the Gifted in a School Setting, revised edition, 1989
P268
Joyce VanTassel-Baska, editor
Availability: ERIC Clearinghouse on Handicapped and Gifted Children ($12.50).

A useful reference for personnel in gifted programs who do not have training in counseling and guidance. Written from the perspective that counseling is an indispensable component in educating gifted children.

Standards for Programs Involving the Gifted and Talented, 1989
ED 315 924
Availability: ERIC Clearinghouse on Handicapped and Gifted Children ($6.25).

Describes characteristics that should be found, at the minimum, in all programs for able learners. Contains sections on assessment for identification, program design, curriculum design, and professional development.

igher Education

Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions, 1989
ED 317 100
William Harvey and Valora Washington
Availability: ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle NW., Suite 630, Washington, DC 20036–1183 ($15.00).

Analyzes affirmative action theory and practice for African-American and Hispanic faculty in predominantly white 4-year institutions of higher education. Examines the history of affirmative action, supply and demand issues, institutional approaches to affirmative action, factors outside of the academy that affect faculty employment, and case studies of effective practices or new initiatives.

The Challenge of Diversity: Involvement or Alienation in the Academy, 1989
ED 314 987
Daryl G. Smith
Availability: ERIC Clearinghouse on Higher Education ($15.00).

Discusses the increasing diversification of students in higher education as a result of changing demographics and a variety of other social and economic shifts. Presents higher education issues related to the capacity of institutions to function in a pluralistic environment.

nformation Resources

Distance Education and the Changing Role of the Library Media Specialist, 1989
IR 053 316
Michael A. Burke
Availability: Information Resources Publications, Syracuse University, 030 Huntington Hall, 150 Marshall Street, Syracuse, NY 13244-2340 ($5.00 plus $1.50 shipping and handling).

Presents an overview of the status of telecommunications-based distance education at the K–12 level. Describes how the school library media specialist can facilitate instructional programs delivered via various technologies.

Discusses current applications of distance education technology and its use to meet the changing needs of elementary and secondary school students and staff.

unior Colleges

Alternative Funding Sources: New Directions for Community Colleges (Number 68), 1989
A. Arnold and J. L. Catanzaro
Availability: Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94101 ($14.95).

Presents a series of descriptive essays on the most successful alternative funding ventures. Indicates where and how new ventures have aided 2-year colleges and provides examples for other institutions.

Perspectives on Student Development: New Directions for Community Colleges (Number 67), 1989
ED 310 829
William L. Deegan and Terry O'Banion, editors
Availability: Jossey-Bass, Inc., Publishers ($14.95).

Examines key issues that have emerged in the conceptualization, management, and roles of student services professionals. Suggests paths of action for the decade ahead in response to the issues and challenges facing student services administrators.

Using Student Tracking Systems Effectively: New Directions for Community Colleges (Number 66), 1989
ED 307 925
H. Trudy Bers, editor
Availability: Jossey-Bass, Inc., Publishers ($14.95).

Examines the implementation of student tracking systems in the community college. Explores issues related to monitoring the flow of community college students.

anguages and Linguistics

Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning, 1990
ISBN 0–13–662875–3
Naomi Baron
Availability: Prentice Hall Regents, Mail Order Processing, 200 Old Tappan Road, Old Tappan, NJ 07675 ($18.00).

Explores the role adults play in helping to shape children's emerging language, focusing on the period from birth to about age 4. Examines how the many facets of human language—conversation, sound, meaning, and grammar—grow out of social context. Directed primarily at parents and teachers.

Language Aptitude Reconsidered, 1990
ISBN 0–13–521369–6
Thomas S. Parry and Charles W. Stansfield, editors
Availability: Prentice Hall Regents ($17.33).

Presents a collection of papers that discuss the Modern Language Aptitude Test and other predictive measures as well as the role of affective factors, cognitive styles, learning strategies, personality, and brain hemisphericity.

eading and Communication Skills

Computers in English/Language Arts, 1990
ED 316 881
Sharon Sorenson
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, 2805 East 10th Street, Suite 150, Bloomington, IN 47408–2373 ($9.95).

Provides guides and lesson ideas for incorporating computers into the elementary language arts and high school English classroom. Covers classroom management, teacher-student conferences, word-processing skills, collaborative learning, and remedial instruction.

Language Arts for Gifted Middle School Students, 1990
T07
Susan J. Davis and Jerry L. Johns
Availability: ERIC Clearinghouse on Reading and Communication Skills ($9.95).

Provides lesson ideas for gifted students in a variety of language arts areas, including communication skills, literature, mass media, reading motivation, thinking skills, and writing projects. Features an activities chart, user's guide, and an annotated bibliography.

Literature-Based Reading: Children's Books and Activities To Enrich the K–5 Curriculum, 1990
ISBN 0–89774–562–0
Mildred Knight Laughlin and Claudia Lisman Swisher
Availability: Oryx Press, 4041 N. Central Avenue, 7th Floor, Phoenix, AZ 85012 ($29.95).

Provides practical information on enhancing early education reading programs. Includes student objectives for

each reading concept and lists recommended annotated children's works and suggested teacher-directed activities.

Rural Education and Small Schools

Directory of Organizations and Programs in Rural Education, 1990
RC 017 657
Availability: ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325–1348 ($6.50).

Updates and greatly expands the 1986 Directory. Helps practitioners, policymakers, and researchers who need convenient, up-to-date access to resources in rural education.

Science, Mathematics, and Environmental Education

Information Technology and Science Education: 1988 AETS Yearbook, 1989
ED 307 114
James D. Ellis
Availability: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212–1792 ($12.50).

Considers the application of information technology to science teaching, research on educational computing, and teacher training; and implications for school staff, curriculum developers, and science educators. Examines the overlap of information technology and science education and the relationship between the two. Discusses how to improve the use of information technology by teachers and students in science classrooms.

Trends and Issues in Mathematics Education, 1989
SE 050 563
Robert W. Howe and staff
Availability: ERIC Clearinghouse for Science, Mathematics, and Environmental Education ($8.50).

Compiles and summarizes trends and issues related to K–12 mathematics education. Emphasizes concerns related to curriculum and instruction.

Social Studies/Social Science Education

A Guide to Resources in Law-Related Education, 1990
ED 316 489
Robert S. Leming and Lucinda J. Peach
Availability: ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 E. Tenth Street, Bloomington, IN 27405 ($6.00 plus $1.00 shipping and handling).

Provides an annotated list of materials and resources for teachers and curriculum specialists. Includes an essay defining law-related education and describing its place in the curriculum.

Writing Across the Social Studies Curriculum, 1990
ED 308 550
Roger Sensenbaugh
Availability: ERIC Clearinghouse for Social Studies/Social Science Education ($12.95 plus $1.00 shipping and handling).

Presents lesson plans on writing activities for grades 7–12 social studies classes.

Teacher Education

Collaboration: Building Common Agendas, 1990
10
Henrietta S. Schwartz, editor
Availability: ERIC Clearinghouse on Teacher Education, American Association of Colleges for Teacher Education, One Dupont Circle NW., Suite 610, Washington, DC 20036-2412 ($20.00).

Analyzes the inner workings of collaboration initiatives and discusses successful programs. Considers the nature of collaboration, policies and procedures, leadership, communication styles, and context variables. Emphasizes research, theory, and practice.

Reading Between the Lines: Teachers and Their Racial/Ethnic Cultures, 1990
11
Mary E. Dilworth
Availability: ERIC Clearinghouse on Teacher Education ($20.00).

Describes differences in background, motivation, and experience among teachers of various racial/ethnic

groups; identifies gaps in the research literature; and suggests more effective approaches to recruitment efforts.

Roles and Authority of States in Policies for Teachers and Teaching, 1990
2
Marilyn H. Scannell
Availability: ERIC Clearinghouse on Teacher Education ($12.00).

Discusses the role of the state in educational policymaking with regard to teachers and teaching as well as the dramatic changes in the past decade. Explores the implications of this trend on teacher education practitioners.

Teacher Rewards and Incentives, 1990
3
Mary E. Dilworth
Availability: ERIC Clearinghouse on Teacher Education ($12.00).

Examines the differences in preferences for rewards and incentives for persons of different racial/ethnic backgrounds entering the teaching profession.

Teachers' Subject Matter Knowledge, 1990
1
Mary M. Kennedy
Availability: ERIC Clearinghouse on Teacher Education ($12.00).

Discusses the issue of teachers' knowledge. Explores four questions in depth: Why is the issue of teachers' knowledge of subject matter in question? What subject matter knowledge do teachers need? Does subject-specific pedagogy exist? What policies address teachers' subject matter knowledge?

Tests, Measurement, and Evaluation

Issues in College Placement, 1990
P–105
John R. Hills, Thomas M. Hirsch, and Raja G. Subhiyah
Availability: ERIC Clearinghouse on Tests, Measurement, and Evaluation, American Institutes for Research, Washington Research Center, 3333 K Street NW., Washington, DC 20007 ($12.50).

Discusses a variety of issues in the placement of entering students into either college or precollege institutions in communications (including reading, writing, and English) and mathematics.

Issues in Statewide Reading Assessment, 1990
P–104
Peter Afflerbach
Availability: ERIC Clearinghouse on Tests, Measurement, and Evaluation ($19.50).

Provides state-by-state descriptions and papers outlining key issues in reading assessment. Explores the appropriate uses of statewide reading assessment data, discusses new ways that some states are conducting reading assessment, and suggests alternative and complementary forms of reading assessment.

Legal Issues in Testing, 1990
P–104
Ruth Axman Childs
Availability: ERIC Clearinghouse on Tests, Measurement, and Evaluation ($3.00).

Describes 10 legal cases and the law dealing with issues of test validity and use.

Urban Education

The Home and School Experience of At-Risk Youth: An Annotated Bibliography of Research Studies, 1989
ED 315 486
Janine Bempechat and Seth D. Pollak
Availability: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, Institute for Urban and Minority Education, Main Hall, Room 300, Box 40, 525 West 120th Street, New York, NY 10027–9998 ($3.00).

Covers more than 30 important studies. Annotations include research descriptions of the study, methodology, and findings.

Language Diversity and Writing Instruction, 1990
ED 274 996
Marcia Farr and Harvey Daniels
Availability: ERIC Clearinghouse on Urban Education ($8.75).

Presents a theoretical framework and some practical suggestions to help educators improve the teaching of high school students who speak nonstandard English dialects. Includes a brief background on the problem of writing in American schools, with special focus on the present writing achievement of nonstandard, dialect-speaking students. Reviews research on language variation, emphasizing factors related to the acquisition of literacy.

What Do Employers Want in Entry-Level Workers? An Assessment of the Evidence, 1989
ED 308 279
Gary Natriello
Availability: ERIC Clearinghouse on Urban Education ($3.00).

Reviews 14 major studies on the needs of employers for entry-level workers; includes suggestions for high school curriculum changes to help students develop most desired skills.

ffice of Educational Research and Improvement

America's Challenge: Accelerating Academic Achievement, 1990
Ina B. S. Mullis, Eugene H. Owen, and Garry W. Phillips
Availability: NAEP, P.O. Box 6710, Princeton, NJ 08541–6710 ($12.00).

Summarizes 20 years of National Assessment of Educational Progress findings.

Beginning To Read: Thinking and Learning About Print—A Summary, 1990
Marilyn Jager Adams
Availability: Center for the Study of Reading, University of Illinois, P.O. Box 2276, Station A, Champaign, IL 61825–2276 ($5.00).

Identifies predictors of reading success. Points out the importance of reading aloud to children to build the knowledge and skills required for learning to read. Directed at teachers, administrators, and others involved with the education of young children.

Dropout Rates in the U.S., Annual Report to Congress, 1990
ISBN 065–000–00–424–1
Phillip Kaufman and Mary Frase
Availability: Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, DC 20402 ($4.25).

Presents data for 1989 on high school dropouts and retention rates. Examines high school competition and graduation rates.

NELS: 88, A Profile of the American Eighth Grader, 1990
ISBN 065–000–00404–6
Anne Hafner, Steven Ingels, Barbara Schneider, and David Stevenson
Availability: GPO ($9.00).

Presents the first report of a national longitudinal study profiling 25,000 1988 eighth graders. The survey will follow the same students every 2 years through college and beyond to learn more about their progress through school, their aspirations, employment, and factors that affect their ability to complete their education.

Policy Perspectives series:

Accountability: Implications for State and Local Policymakers, 1990
ISBN 065–000–00417–8 (ED 318 804)
Michael W. Kirst
Availability: GPO ($3.25).

Examines six accountability strategies and argues that they work best when used in combinations adapted to local and state needs.

Increasing Achievement of At-Risk Students at Each Grade Level, 1990
ISBN 065–000–00416–0 (ED 318 134)
James M. McPartland and Robert E. Slavin
Availability: GPO ($2.00).

Looks at how schools respond to at-risk students and strategies for reform.

Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies, 1990
ISBN 065–000–00415–1 (ED 318 580)
Sharon L. Kagan
Availability: GPO ($1.75).

Examines American early childhood education and offers strategies for achieving excellence in early care and education.

The Calendar announces nearly 500 national, international, and regional events directly related to education. It is a representative, not an exhaustive, listing. Information about upcoming conferences, workshops, and seminars should be submitted on the letterhead of the sponsoring organization 6 months before the event to: Attn: TER, ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850.

ACCESS ERIC maintains an online database of yearly education-related events and publishes this information in an annual calendar. The database is updated on a continuous basis and is available from GTE Education Services (see page 15). To order a copy of the 1991 ERIC Calendar of Education-Related Events, send a check or money order for $15.00 to ACCESS ERIC.

April

National Head Start Association Annual Training Conference (18th): Head Start: The Nation's Pride

April 24–27

Virginia Beach, VA

Contact: Marlene L. Watkins, Conference Planner, National Head Start Association, 1280 King Street, Suite 200, Alexandria, VA 22314 (703/739–0875).

Education Writers Association National Seminar

April 25–28

San Diego, CA

Contact: Lisa Walker or Bert Menninga, Education Writers Association, 1001 Connecticut Avenue NW, Washington, DC 20036 (202/429–9680).

American Society for Information Science Mid-Year Meeting: Multimedia Information Systems

April 26–29

Santa Clara, CA

Contact: American Society for Information Science, 8720 Georgia Avenue, Suite 501, Silver Spring, MD 20910–3602 (301/495–0900).

May

National Association for Asian and Pacific American Education Annual Conference (13th): Building Community Partnerships

May 1–4

Pasadena, CA

Contact: Chiung-Sally Chou and Khamchang Luangpraseut, National Association for Asian and Pacific American Education, c/o ARC Associates, Inc., 310 Eighth Street, Suite 301, Oakland, CA 94607 (714/558–5729).

International Reading Association Annual Convention (36th): Empowerment Through Literacy

May 6–10

Las Vegas, NV

Contact: Marcia Schreiber, Director of Conferences, International Reading Association, P.O. Box 8139, 800 Barksdale Road, Newark, DE 19714–8139 (302/731–1600).

Pacific Northwest Council on Foreign Languages Annual Conference (42nd)

May 9–11

Spokane, WA

Contact: Ray Verzasconi, Executive Secretary, Pacific Northwest Council on Foreign Languages, Foreign Languages and Literature, Oregon State University, Kidder Hall 210, Corvallis, OR 97331–4603 (503/737–2146).

Southern Educational Communications Association National Instructional Television Utilization Conference

May 18–22

Norfolk, VA

Contact: Kathleen McDermott, Southern Educational Communications Association, P.O. Box 50,008, Columbia, SC 29250 (803/799–5517).

National Association of Trade and Technical Schools Annual Conference and Exposition

May 21–24

Seattle, WA

Contact: Annette L. Bradley, Associate Director of Professional Development, National Association of Trade and Technical Schools, 2251 Wisconsin Avenue NW., Washington, DC 20007 (202/333–1021).

Association for Institutional Research Annual Conference (31st): Building Bridges for the Twenty-First Century

May 26–29

San Francisco, CA

Contact: Jean C. Chulak, Administrative Director, Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306–3038 (904/644–4470).

North American Society of Adlerian Psychology Conference: Focus on Families—the 90's

May 30–June 2

Tucson, AZ

Contact: Linda Wise, President, 5353 Manhattan Circle, Suite 103, Boulder, CO 80303 (309/345–9606).

June

National Educational Computing Conference: Solutions

June 18–20

Phoenix, AZ

Contact: Arizona State University, AMF—Community Services Center, Tempe, AZ 85287 (602/965–7363).

National PTA Convention: PTA Leading the Way . . .

June 22–25

New Orleans, LA

Contact: John Enghauser, Convention Manager, or Karen Angel, Exhibits Manager, National Congress of Parents and Teachers (The National PTA), 700 North Rush Street, Chicago, IL 60611–2571 (312/787–0977).

American School Counselor Association School Counseling Conference—School Counselors: Power-Based Professionals Initiating Change

June 28–July 1

Des Moines, IA

American School Counselors Association, 5999 Stevenson Avenue, Alexandria, VA 22304 (703/823–9800).

July

American Association of Teachers of French Annual Conference (64th)

July 3–6

Minneapolis, MN

Contact: Fred M. Jenkins, Executive Director, American Association of Teachers of French, 57 East Armory Avenue, Champaign, IL 61820 (217/333–2842).

Education Commission of the States Annual Meeting and National Forum

July 17–20

Denver, CO

Contact: Angela Vidick, Assistant Conference Coordinator, or Karen Hone, Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202–3427 (303/299–3609).

Johnson Institute: Solving Alcohol/Drug Problems in Your School

July 29–August 2

Minneapolis, MN

Contact: Cindy Bennett, Training Coordinator, or David Wilmes, Director of Training, Johnson Institute, 7151 Metro Boulevard, Minneapolis, MN 55439–2122 (800/231–5165).

August

National Association for Family Day Care Biennial Conference (5th)

August 1–4

New York, NY

Contact: National Association for Family Day Care, 725 Fifteenth Street NW., Suite 505, Washington, DC 20005 (202/347–3356).

American Statistical Association: Statistics, Science, and Policy

August 19–22

Atlanta, GA

Contact: Director of Meetings, American Statistical Association, 1429 Duke Street, Alexandria, VA 22314 (703/684–1221).

American Political Science Association Annual Meeting

August 29–September 1

Washington, DC

Contact: Jennifer Hocha, Convention Coordinator, American Political Science Association, 1527 New Hampshire Avenue NW., Washington, DC 20036 (202/483–2512).

ERIC Directory

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Columbus, OH 43210–1090
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(800) 848–4815
FAX: (614) 292–1260

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University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, MI 48109–1259
Telephone: (313) 764–9492
FAX: (313) 747–2425

Educational Management (EA)
University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
Telephone: (503) 346–5043
FAX: (503) 346–5890

Elementary and Early Childhood Education (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, IL 61801–4897
Telephone: (217) 333–1386
FAX: (217) 333–5847

Handicapped and Gifted Children (EC)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091–1589
Telephone: (703) 264–9474
FAX: (703) 264–9494

Higher Education (HE)
The George Washington University
One Dupont Circle NW., Suite 630
Washington, DC 20036–1183
Telephone: (202) 296–2597
FAX: (202) 296–8379

Information Resources (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, NY 13244–2340
Telephone: (315) 443–3640
FAX: (315) 443–5732

Junior Colleges (JC)
University of California at Los Angeles
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024–1564
Telephone: (213) 825–3931
FAX: (213) 206–8095

Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street NW.
Washington, DC 20037–0037
Telephone: (202) 429–9551
FAX: (202) 429–9766

Reading and Communication Skills (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN 47408–2698
Telephone: (812) 855–5847
FAX: (812) 855–7901

Rural Education and Small Schools (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325–1348
Telephone: (800) 624–9120 (outside WV),
(800) 344–6646 (inside WV),
(304) 347–0400 (Charleston area)
FAX: (304) 347–0487

Science, Mathematics, and Environmental Education (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, OH 43212–1792
Telephone: (614) 292–6717
FAX: (614) 292–0263

Social Studies/Social Science Education (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2373
Telephone: (812) 855–3838
FAX: (812) 855–7901

Teacher Education (SP)
American Association of Colleges for Teacher Education
One Dupont Circle NW., Suite 610
Washington, DC 20036–2412
Telephone: (202) 293–2450
FAX: (202) 457–8095

Tests, Measurement, and Evaluation (TM)
American Institutes for Research
Washington Research Center
3333 K Street, NW.
Washington, DC 20007
Telephone: (202) 342–5060
FAX: (202) 342–5033

Urban Education (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 West 120th Street
New York, NY 10027–9998
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FAX: (212) 678–4048

Adjunct Clearinghouses

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults
Center for Applied Linguistics
1118 22nd Street NW.
Washington, DC 20037
Telephone: (202) 429–9292
(202) 429–9551
FAX: (202) 429–9766, (202) 659–5641

National Clearinghouse for U.S.-Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2373
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FAX: (812) 855–7901

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